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ABSTRACT

A unit to aid music teachers in developing classroom management techniques is presented. It is appropriate for teacher education classes or for inservice programs. The focus of the course is based on five readings which include essays from "Instrumentalist," "Today's Education," "Instructor," and "Systematic Instruction," plus a book, "Dynamics in Teaching, Learning, and Growth," (Hamachek). Participants are required to list techniques in handling class disturbances: summarize the content of the readings: discuss advantages and disadvantages of management techniques such as deliberate ignoring, signal intervention, proximity control, decontamination through humor, nonpunitive exile, and behavior modification: and respond to written simulations of teaching situations. The unit encompasses approximately eight to ten hours including two fifty-minute discussion periods. (KC)

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Competency - Based Music Teacher Education Instructional Module

Discipline in the Music Class

by

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SP 012 906

COMPETENCY - BASED MUSIC

TEACHER EDUCATION PROGRAM

Module: Discipline in the Music Class

Approximate time to complete: 8 - 10 hours

Materials:

Enclosures:

	Page
1. MODULE	2
2. Suggested Readings	3
3. Techniques Utilized in Handling Behavior Problems	4
4. Summary of Assigned Readings	5
5. Discipline Procedures: Advantages and Disadvantages	6
6. Written simulations to be used during class discussions	9

Experiences:

Two fifty minute discussion periods will be made available.

MODULE

Discipline in the Music Class

Rationale:

Classroom management and discipline are perhaps the most common elements of concern for new teachers. While they generally are confident of their musical knowledge, most first-year teachers and especially student teachers feel unsure of their ability to maintain proper classroom control. Unfortunately there is no magic formula--no panacea--for dealing with student behavior. Although actual experience in handling discipline problems during student teaching will be most beneficial, reading and discussing some proven procedures and guidelines will enable you to formulate and to establish an effective approach consistent with your own personality and philosophy.

Goal:

The purpose of this module is to help you develop ideas of good classroom management and control.

Objectives:

Upon completion of this module, you will be able to:

1. cite at least one advantage and/or one disadvantage of various discipline procedures discussed in the Hamachek reading reference. Proficiency will be measured by a teacher-made test with 80 percent accuracy.
2. list and explain at least four techniques (based on the Popham and Baker reading reference) used in handling general class disturbances.

3. summarize (in a written format) the contents of each of the reading references.
4. discuss methods of preventing, handling, and disposing of simulated behavior problems.

Instructional Climate:

1. Materials (required readings)
   a. Smith, J. S. Maintaining Discipline in the Beginning String Class. Instrumentalist, 1970, 24 (7), 61-62.
   b. Ginott, H. I Am Angry! I Am Appalled! I Am Furious! Today's Education, 1972, 61 (8), 22-23.
   c. Gaines, E. Afraid to Discipline? Instructor, 1972, 82, 181.
   d. Popham, W. J., & Baker, E. L. Classroom Management. in Systematic Instruction. Englewood Cliffs, N. J.: Prentice-Hall, 1970.
   e. Hamachek, D. Behavior Dynamics in Teaching, Learning, and Growth. Boston: Allyn and Bacon, 1975, 689-724.
2. Two fifty minute discussion periods will be made available.

Discipline Module: Techniques Utilized in Handling Behavior Problems

Based on the Popham and Baker reading reference, list and explain at least four techniques used in handling general class disturbances.

A.

B.

C.

D.

Discipline Module

Summarize the contents of each of the reading references

Discipline Procedures: Advantages

and Disadvantages

(to be completed in class)

Discuss the advantages and disadvantages of each of the following classroom management techniques. Also, discuss the type of circumstances in which you would employ each technique.

1. deliberate ignoring

2. signal intervention

3. proximity control

4. interest boosting

5. decontamination through humor

6. program restructuring

7. support through routine

8. nonpunitive exile

9. physical restraint

10. behavior modification

WRITTEN SIMULATIONS TO BE USED DURING CLASS DISCUSSIONS

Note to instructor:

The situations* described in this discussion booklet have been designed to find out what music education majors would do, or at least say they would do in some real teaching situations. Each situation is described in a short paragraph. The decision-making responses following each situation could be used to stimulate greater class discussion. However, it usually is best to let the participants formulate, project and defend their own solutions to each behavior problem. The five decision-making responses have been ranked by a group of fourteen music teachers who were considered to be proficient in classroom discipline as determined by their music supervisors. The most appropriate response is ranked 5. The next best choice is 4 and so on. Responses ranked 1 are the least appropriate.

*Some of the items in the WRITTEN SIMULATIONS have been adapted from: Raymond Ver Velde, "Classroom Decision Making: A Comparison of Two Groups of Teacher Trainees," (Unpublished Ed. D. dissertation, The University of Arizona, 1974), pp. 66-87.

1. A sixth grader in your general music class speaks out in class, complaining bitterly, "You never call on me. You like the other children better than me."

Key

1 or 2 (1) Teacher ignores the remark and does not vary the pattern of calling on students to answer questions.

4 or 5 (2) Teacher ignores the remark, but makes a point of calling on the student more often.

1 or 2 (3) Teacher: "I am glad you told me the way you feel. Perhaps you would like to be the teacher for awhile? Would you like to be responsible for calling on students during the next class discussion?"

4 or 5 (4) Teacher: "I am glad you can tell me about your feelings. You want to have a chance to participate more often. Teachers can make mistakes in giving children turns."

2 or 3 (5) Teacher: "I think you are just imagining things. I call on you as often as I can. What if everyone wanted to talk all the time?"

2. It was in the middle of August when the marching band members were to meet for two weeks of intensive practice before school officially opens. The new band director surveyed the students as they were assembling their instruments and getting organized. The band director noticed one student, Clay, in particular. Clay was boisterous as the percussion section was setting up. Clay had shoulder length hair, a beard, and wore an unbuttoned shirt that had on it a picture of an American flag being stepped on.

3 or 4 (6) The new band director should call the band to order, introduce himself and ignore Clay's appearance for the entire school year.

4 or 5 (7) The new band director should call the band to order, introduce himself and discuss appearance standards for marching band members.

4 or 5 (8) The new band director should call Clay into his office and discuss his appearance before band begins.

1 or 2 (9) The new band director should ask Clay to leave the rehearsal.

2 or 3 (10) The new band director should ask Clay to leave the rehearsal and see him after class.

3. During a middle school string class two children begin to argue loudly over the ownership of a cake of rosin.

3 or 4 (11) The string teacher initiates a class discussion on the need for taking care of one's own equipment.

2 or 3 (12) The teacher takes the rosin and breaks it into two pieces giving pieces of it to one child and pieces of it to another child.

1 or 2 (13) The teacher tells the students, "I am disappointed in your behavior. Please go outside the classroom and discuss the matter privately."

4 or 5 (14) The teacher makes a brief attempt to establish ownership and awards the rosin accordingly.

4 or 5 (15) The teacher confiscates the rosin and continues with the class.

4. During a junior high school band rehearsal the band director saw and felt a spitball hit him on the forehead, but didn't see who threw it.

2 or 3 (16) Band director: "Since we are in the mood to cut up instead of work, just pack it up. We won't play today."

1 or 2 (17) Band director: "Who threw that spitball?"

4 or 5 (18) Band director: "Band, we have an important concert coming up and we don't have time for immature behavior. Let's get back to work!"

1 or 2 (19) Band director: "We are not going to play another note and nobody is going to leave this class until I find out who threw that spitball."

3 or 4 (20) Ignore the spitball until you actually catch the culprit.

5. Lorenzo, a large tenth grader, has been disruptive in class and uncooperative throughout the school year. After disturbing the class a few weeks ago, the band director sent Lorenzo to the assistant principal. The assistant principal told Lorenzo that if he is sent to the office one more time by any of his teachers, he will be suspended from school for fifteen days. Today, the band director overheard Lorenzo call him a"fag" while the students were putting their instruments together. The band director knew that Lorenzo did not say this to his face and Lorenzo was not aware that the band director had heard him.

2 or 3 (21) The band director should send Lorenzo to the assistant principal.

3 or 4 (22) The band director should send Lorenzo out of the room and then talk to him after class.

3 or 4 (23) The band director should ask Lorenzo to see him after class and discuss this with him.

1 or 2 (24) The band director should send Lorenzo to the principal insisting that he be taken out of band permanently.

4 or 5 (25) The band director should ignore the comment by pretending that he did not hear it.

6. A junior high chorus class is rehearsing for a musical in which some of the boys are required to wear large green bow ties. Several of the boys object to the costume and will not cooperate in the musical practice.

2 or 3 (26) The chorus teacher should alter the musical so that no green bow ties are required.

1 or 2 (27) The chorus teacher threatens to call the musical off because some of the students have not cooperated.

4 or 5 (28) The chorus teacher has a frank discussion with the boys, sympathizing with their views. The chorus teacher asks the boys for suggestions regarding the kinds of costumes they feel would be appropriate.

4 or 5 (29) The teacher tells the boys the costumes are important for the musical and the whole class is depending upon them to come through.

1 or 2 (30) The chorus teacher tells the boys that if they won't cooperate, the girls will be used in their places.

7. On Monday Tom forgot his instrument and disturbed the senior high band class by talking or bothering the other students during band rehearsal. On Tuesday he failed to bring his instrument again.

2 or 3 (31) The band director should insist that Tom sit in the corner of the bandroom everyday he fails to bring his instrument.

4 or 5 (32) The band director should ask Tom to see him after class and discuss the problem.

1 or 2 (33) The band director should send Tom directly to the assistant principal and announce to the class, "We cannot put up with the disturbance we had yesterday."

2 or 3 (34) The band director should ignore Tom and call his parents in the evening.

4 or 5 (35) The band director should get a school owned instrument from the storage area and let Tom use it for that day.

8. Mary Conrath, a student teacher, has generally been successful with her senior high chorus students. All was going extremely well until a few of the students discovered that her first name was Mary. Since then a few of the students have been calling her by her first name before and after class.

3 or 5 (36) Mary Conrath should talk with the students involved and demand that they accord her respect due a teacher.

4 or 5 (37) Mary Conrath should go to her cooperating teacher and discuss the incident and ask for their advice.

2 or 3 (38) Mary Conrath should inform these particular students that her name is "Miss Conrath."

1 or 2 (39) Mary Conrath should accept the situation since it only happens before or after class.

4 or 5 (40) Mary Conrath should explain to these particular students that they can best help her by not asking for a first name approach.

9. A junior high band teacher has been planning a field trip to perform at a local youth fair. You feel four of five students in the band will not behave appropriately on the upcoming trip because of their past behavior problems.

1 or 2 (41) Cancel plans for the field trip, telling the band that because some of the students cannot behave, the whole class cannot go on the trip.

3 or 4 (42) Inform the parents of the problem students that their child can go on the field trip if one of the parents goes along. In this way the children's parents will be responsible for their behavior.

2 or 3 (43) Leave the students who behave inapproriately at the school - dividing them up among other classrooms.

4 or 5 (44) Invite several parents or teachers to go along as chaperones so the problem students can be under close supervision.

3 or 4 (45) Write a note to each parent of the problem students, informing them that they will not be allowed to go on the field trip.

10. During a sixth grade band class, it has been unexpectedly announced that all classes go to the auditorium for an assembly. The band director wants the instruments to be put up and the room left neat before they go to the assembly.

1 or 2 (46) The band director dismisses the children one at a time as they put up their instruments.

2 or 3 (47) The band director announces that it is time to go to an assembly and tells the children that no one can go until the room is neat.

1 or 2 (48) The band director makes no announcement of any kind expecting the children to pack up. The teacher dismisses the children who are ready to leave first.

3 or 4 (49) The band director gives the following explicit instructions:
(1) Get ready to go to the auditorium.
(2) Put your music and instruments away.
(3) Make sure the stands are put away.
(4) Pick up all the paper off the floor.

4 or 5 (50) The band director announces that it is time to go to the auditorium and that the band can be dismissed to go when the music and equipment are put away and the room is neat.